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ABSTRACT

This study collected data from a total of 50 special education student teachers from 14 Illinois universities. Approximately half the students had not yet completed their student teaching experience and the remainder had completed the experience. Findings indicated that the most important aspects of a successful student teaching experience are: (1) having good communication channels with the cooperative teacher; (2) being able to be flexible; (3) understanding the expectations of the entire experience; and (4) having clear communication with the supervising higher education faculty member. There were no significant differences in attitudes between students who had completed the student teaching experience and those who had not. Tables cited in the paper appear at the end of the report (before References). Appendixes include the survey form and details of the statistical analysis performed. Appendix A contains some colored paper. (DB)

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ED 372 546

Surviving and Thriving in Special Education Student Teaching

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Running head: SURVIVING AND THRIVING IN SPECIAL EDUCATION

Abstract

This study was conducted to identify the pertinent information needed to complete a special education student teaching experience successfully. Data were collected from 14 Illinois universities. Each of which disseminated surveys to three individuals who had not yet completed their student teaching experience and three individuals who had completed the experience. The questionnaire addressed such topics as communication, personal qualities, and necessary information about the community, school, and classroom in which the individual was assigned placement. Findings illustrate that the most important aspects of a successful student teaching experience are having good communication channels with the cooperative teacher, expressing positive personal qualities, understanding the expectations of the entire experience, and having clear communication with the supervising teacher.

Surviving and Thriving in

Special Education Student Teaching

Critical information will impact the success of student teachers in the field of special education. This critical information includes: expectations of the cooperative teacher, expectations of the supervising teacher, types of students in the classroom, rules and expectation of the school in which an individual is placed, and communication skills on a variety of levels. The interest of this study is to discover if there is a difference between the expectations of individuals who had completed a student teaching experience and individuals who had not yet finished their field experience.

The preparation of university students for these aspects of the student teaching experience is the responsibility of the institutions that are striving to produce the most successful teachers in the field. Porter (1991) stated "we have assisted our students to examine their thinking for the manner in which their thinking reflects not only self-interest, but the well-being of others, as well" (p. 47). Developing as a whole person in respect to communication skills, attitude, personal qualities, and the ability to gather the information that is needed for any situation are all aspects that are essential to working in any area. These aspects of a person are especially vital when working with

students who have special needs.

Literature on this particular topic was scarce. There does not appear to be research completed that involves student teachers' first hand comments on the important aspects of their experiences. The anxiety and the stress that is built up by these individuals exists because of the unknown. These individuals may not know what will happen when they enter the assigned classroom on the first day of school. The five most important elements a student teacher should know and receive instruction include having open communication with the cooperating teacher, the ability to be flexible, the ability to be resourceful, to understand all the requirements of the student teaching experience including the dates at which requirements must be met, and having open communication with the university supervisor.

According to Anderson (1988) in her study of special education administrators, teachers, and special education trainees, at least fifty percent of both groups rated the area of working with a wide diversity of handicapping conditions as the most pressing need for success in the classroom. Hativa (1984) stated that behaviors such as being well-prepared, being organized, and speaking clearly are noted as contributing to the success of a teacher. Hall and Serna (1992) concluded that along with focusing on effective interpersonal communication skills of student teachers,

preservice programs may need to focus their attention on the competency areas of planning and execution of a lesson as well. Seventy percent of the responses to Hoffman's (1982) questionnaire named the cooperating teacher as the most significant other. Hoffman's study correlates directly with the this research on the student teaching experience. From the responses, communication with the cooperative teacher was the most important element.

It is expected that the prior and post student teachers will rate the same items as most important to the experience. Due to the knowledge individuals takes with them after completing student teaching, the post student teachers will most likely have a better insight of which important topics to be aware.

Method

A survey was developed to elicit information on perceived prior and post student teaching needs in special education throughout the state of Illinois. University training sites preparing student teachers in special education were identified from two sources. Higher education institutions which prepared special education personnel were in a list obtained from the Outreach Alliance Project of the University of New Mexico (1992) and cross referenced with a list from the Illinois State Board of Education. As shown in Table 1, 27 institutions were identified.

Insert Table 1 about here

Each institution was sent a packet of information containing a cover letter to the designated contact for the special education program area. Cover letters for potential prior and post student teaching participants, 162 surveys, and self-addressed stamped envelopes were included. See Appendix A for a copy of the survey questionnaire.

Each designated contact was asked to request six volunteer student respondents from their special education program. Three of whom were to be individuals who had not done student teaching and three of whom were to be individuals who had completed student teaching.

The form for the individual respondents included demographic information, twenty-five questions rated on a Likert-type scale from 1 - 5 (1 = not very important, 5 = very important), a rating of the five most essential items, and five open-ended response questions. The opportunity for additional comments was given on the survey form.

Calls to each institution's contact followed the mailing of the survey forms, intended to increase the number of responses by encouraging dissemination to those individuals who had not done student teaching and those individuals who had completed student teaching. At the end of the survey

time, 15 (56%) of the 27 college and universities had participated. Of the 90 surveys given to the 15 participating institutions, 50 (56%) were returned. Four of the survey forms were not completed due to no respondent population available from those institutions.

Most of the data collected were tabulated in terms of frequency of responses. The survey responses were analyzed by a Chi-square probability test of independence with observed frequencies, parametric frequencies, and cell square contingencies. Tables are presented for the survey questions in Appendix B.

Results

Demographics on the completed surveys revealed that 52% had completed student teaching and 48% had not student taught. Table 2 shows the size of the institutions represented. Small size institutions were defined as less than 4,000, medium size institutions were less than 12,000, and large size institutions were over 12,000 students.

Insert Table 2 about here

The training institutions were divided into two groups, public and private schools. Thirty-seven percent of the respondents were from institutions that were public and 63% of the respondents were from institutions that were private.

National and state approvals for the special education teacher training programs were noted. Both the National Council of the Accreditation of Teacher Education (NCATE) approval and the Illinois State Board of Education (ISBE) state approval are indicated for respondents in Table 3.

Insert Table 3 about here

The minimum number of student teaching weeks required at institutions of higher education in the survey revealed a minimum of seven weeks to a maximum of 16 weeks. The eight week (41%) and ten week (22%) experiences were the most frequently cited. However, 13% indicated that 16 weeks was a minimum. The results are listed in Table 4.

Insert Table 4 about here

In terms of the respondents own student teaching experience, the number of weeks ranged from 8 weeks to 32 weeks. Nearly one-half, 48% indicated that 16 weeks was needed. The results are listed in Table 5.

Insert Table 5 about here

The student teaching areas of the respondents included

LD alone; SED/BD alone; Mild MR/EMH alone; Moderate MR/TMH alone; LD and SED/BD; LD and MILD MR/EMH; LD, SED/BD, and Mild MR/EMH; LD, SED/BD, and Moderate MR/TMH, and Deaf and Hard of Hearing. The highest number of respondents (41%) indicated LD and SED/BD student teaching areas. The results are listed in Table 6.

Insert Table 6 about here

Crosstabulation of prior and post student teaching experience was done with each of the 25 questions in the survey instrument. The analysis did not result in a significant Chi-square value at the .05 level of confidence for questions 1 to 25. The responses were not different enough to produce a significant Chi-square value. There appears to be consensus that the respondents do agree positively with the questions as stated except for questions 7, 8, 9, 10, and 11 where the responses were reported to be neutral about importance, not important, or not very important. Frequencies, degrees of freedom, and levels of significance are presented in Table 7.

Insert Table 7 about here

Class number was believed to be important (48%) and very

important (17%). The two categories together yielded 65% for a total. The results are listed in Appendix B.

Special education types were believed to be important (15%) and very important (70%). The two categories together yielded 85% for a total. The results are listed in Appendix B.

Daily schedules were believed to be important (28%) and very important (52%). The two yielded 80% in total. The results are listed in Appendix B.

Information about available materials was believed to be important (37%) and very important (41%). The two categories yielded 78% in total. The results are listed in Appendix B.

School policies and procedures were believed to be important (30%) and very important (59%). The two categories yielded 89% in total. The results are listed in Appendix B.

The location of special education children in the school building was believed to be important (28%) and very important (26%). The two categories yielded 54% in total. Note that neutral to not important yielded 46% in total. The results are listed in Appendix B.

Available nearby public transportation was believed to be important (28%) and very important (4%). The two categories yielded nearly 33% in total. Note that neutral to not important yielded 67% in total. The results are listed in Appendix B.

Available nearby housing was believed to be important (15%) and very important (4%). The two categories yielded nearly 20% total. Note that neutral to not important yielded 80% in total. The results are listed in Appendix B.

Community size was believed to be important (30%) and very important (9%). The two categories yielded 39% in total. Note that neutral to not important yielded 61% in total. The results are listed in Appendix B.

School population was believed to be important (30%) and very important (4%). The two categories yielded nearly 35% in total. Note that neutral to not important yielded 65% in total. The results are listed in Appendix B.

Physical plant size was believed to be important (15%) and very important (4%). The two categories yielded nearly 20% in total. Note that neutral to not important yielded 80% total. The results are listed in Appendix B.

The behavior management system used was believed to be important (24%) and very important (72%). These two categories yielded 96% total. Note that only 4% were neutral about importance and none indicated that it was not important or not very important. The results are listed in Appendix B.

Knowledge of writing lesson plans was believed to be important (24%) and very important (72%). These two categories yielded 96% total. Note that only 4% were neutral about importance and none indicated that it was not important

or not very important. The results are listed in Appendix B.

School staff relationships were believed to be important (33%) and very important (57%). These two categories yielded slightly more than 89% in total. Note that only 11% were neutral about importance and none indicated that it was not important or not very important. The results are listed in Appendix B.

Knowing student teaching requirements was believed to be important (7%) and very important (93%). These two categories yielded 100% in total. None felt neutral about importance, not important, or not very important. The results are listed in Appendix B.

Arrival at the school on time was believed to be important (15%) and very important (83%). These two categories yielded 98% in total. Note that only 2% were neutral about importance and none indicated that it was not important or not very important. The results are listed in Appendix B.

Appropriate student teaching dress was believed to be important (17%) and very important (76%). These two categories yielded 93% in total. Note that only 4% were neutral about importance and only 2% indicated that it was not important. The results are listed in Appendix B.

Communication with the cooperating teacher was believed to be important (2%) and very important (98%). These two

categories yielded 100% in total. Note that none were neutral about importance and none indicated that it was not important or not very important. The results are listed in Appendix B.

Communication with the university supervisor was believed to be important (9%) and very important (91%). These two categories yielded 100% in total. Note that none were neutral about importance and none indicated that it was not important or not very important. The results are listed in Appendix B.

Development of all personal qualities was believed to be important (26%) and very important (74%). These two categories yielded 100% in total. Note that none were neutral about importance and none indicated that it was not important or not very important. The results are listed in Appendix B.

To keep an open mind was believed to be important (13%) and very important (87%). These two categories yielded 100% in total. Note that none were neutral about importance and none indicated that it was not important or not very important. The results are listed in Appendix B.

Communication on a variety of levels was believed to be important (15%) and very important (85%). These two categories yielded 100% in total. Note that none were neutral about importance and none indicated that it was not

important or not very important. The results are listed in Appendix B.

Immediate student teacher interaction with students was believed to be important (15%) and very important (76%). These two categories yielded 91% in total. Note that only 7% were neutral about importance and only 2% indicated that it was not important. The results are listed in Appendix B.

The ability to be flexible was believed to be important (4%) and very important (96%). These two categories yielded 100% in total. Note that none were neutral about importance and none indicated that it was not important or not very important. The results are listed in Appendix B.

The ability to be resourceful was believed to be important (2%) and very important (96%). These two categories yielded 98% in total. Note that only 2% were neutral about importance and none indicated that it was not important or not very important. The results are listed in Appendix B.

When asked for the most essential item for student teaching, again the respondents were in positive consensus. Communication with the cooperating teacher was the most essential item for 30% of the total respondents. There was no significant difference between individuals prior to student teaching (33%) and those individuals post student teaching (29%). The second highest rated response was the

ability to be flexible (17%). Although there was a difference between prior student teaching respondents (14%) and post student teaching respondents (21%), that difference was not significant at the .05 level. See Appendix C.

Discussion

Within the framework and on the basis of evidence obtained from this study, conclusions were drawn relative to the successful elements needed for student teaching in relation to prior and post student teaching expectations in Illinois.

Relevant areas were viewed as important in the positive consensus of respondents on knowing information about number of students in the class, materials available, and location of special needs children within the building. Relevant areas were viewed as very important in the positive consensus of respondents on knowing information about the special education needs of students, daily schedules, school policies and procedures, behavior management system used in the classroom, knowledge of writing lesson plans, creating relationships with the entire school staff, understanding all the requirements of the student teaching experience and the dates at which requirements must be met, arriving at the school on time, being in appropriate dress for student teaching, communication with the cooperating teacher, communication with the university supervisor, development of

all personal qualities, keeping an open mind, communication on a variety of levels, interacting with the students immediately, ability to be flexible, and the ability to be resourceful. Those areas viewed as neutral to not very important included public transportation and housing availability near the school, community size where the school was located, individual school population size, and physical plant size of the school.

The implications drawn from this study include the following iters:

1. There appears to be a positive consensus and consistent pattern for communication with the cooperating teacher as the most essential item.
2. There appears to be a positive consensus and consistent pattern for the ability to be flexible as the second most essential item.

On the basis of the findings of this study, the following conclusions appear to be warranted:

1. Prior and post student teaching experience did not differ for expectations about student teaching needs. There was positive consensus between groups.
2. Expectations about student teaching do not appear to significantly change for those who have had student teaching experiences from those who are preparing to student teach.

The following recommendations are made:

1. A longitudinal study should be developed on specific individual expectations prior to student teaching followed by paired individual changes after student teaching.
2. An investigation of other institutions preparing student teachers in relation to this study should be conducted.
3. Additional studies expanding the geographic location to other states or nationally would provide valuable information to the necessary elements needed for success in student teaching.
4. Finally, there is a need for the dissemination of information on surviving and thriving in student teaching to prospective student teachers, cooperating teachers, and university personnel.

Camp (1994) has suggested 10 tips to help make the most of a student teaching experience. Several of those tips should be reviewed as they deal with the issues discovered in this current study. In particular, communication, flexibility, behavior management, and resourcefulness suggestions paralleled the major needs found in this study.

Table 1

Colleges and Universities Offering Special Education Teacher Training in the State of Illinois

Barat College
Bradley University
Chicago State University
Concordia College
DePaul University
Eastern Illinois University
Elmhurst College
Governors State University
Greenville College
Illinois Benedictine College
Illinois State University
Loyola University
MacMurray College
Monmouth College
National-Louis University
Northeastern Illinois University
Northern Illinois University
Northwestern University
Quincy College
Rockford College

(table continues)

Table 1

Colleges and Universities Offering Special Education Teacher Training in the State of Illinois

Rosary College
St. Xavier College
Southern Illinois University at Carbondale
Southern Illinois University at Edwardsville
University of Illinois at Chicago
University of Illinois at Champaign-Urbana
Western Illinois University

Table 2

Size of Institution

Size (n = 46)	%	Frequency
Small	41	19
Medium	33	14
Large	28	13

Table 3

National and State Approval

Approval (n = 46)	%	Frequency
NCATE		
Yes	70	32
No	13	6
No Response	17	8
ISBE		
Yes	98	45
No	0	0
No Response	2	1

Table 4

Minimum Number of Student Teaching Weeks

Weeks (n = 46)	%	Frequency
7	2	1
8	41	19
9	11	5
10	22	10
11	2	1
14	2	1
15	7	3
16	13	6

Table 5

Own Number of Student Teaching Weeks

Weeks (n = 46)	%	Frequency
8	4	2
9	2	1
10	11	5
12	2	1
14	2	1
15	9	4
16	48	22
18	7	3
19	2	1
20	4	2
21	2	1
25	4	2
32	2	1

Table 6

Student Teaching Areas

Areas (n = 46)	%	Frequency
LD	26	12
SED/BD	7	3
MILD MR/EMH	2	1
MODERATE MR/TMH	4	2
LD AND SED/BD	41	19
LD AND MILD MR/EMH	9	4
LD, SED/BD, AND MILD MR/EMH	7	3
LD, SED/BD, AND MODERATE MR/TMH	2	1
DEAF AND HARD OF HEARING	2	1

Table 7

Student Teaching Questions

Questions (n = 46)	$\bar{X}$	SD	X^2	df	Significance
1	3.74	.88	3.68	4	.45
2	4.52	.81	1.85	3	.60
3	4.24	.99	1.16	4	.88
4	4.09	1.01	3.29	4	.51
5	4.39	.93	3.24	4	.52
6	3.70	1.01	2.19	4	.70
7	2.98	1.09	6.96	4	.14
8	2.57	1.15	3.52	4	.47
9	3.02	1.20	2.92	4	.57
10	3.11	.95	4.91	4	.30
11	2.59	1.09	6.52	4	.16
12	4.67	.56	2.04	2	.06
13	4.67	.56	.76	2	.68
14	4.46	.69	2.93	2	.23
15	4.94	.25	2.94	1	.09
16	4.80	.45	4.60	2	.10
17	4.67	.67	1.44	3	.70
18	4.98	.15	.94	1	.33

(table continues)

Table 7

Student Teaching Questions

Questions (n = 46)	X	SD	X^2	df	Significance
19	4.91	.29	.91	1	.34
20	4.74	.44	3.39	1	.07
21	4.87	.34	2.68	1	.10
22	4.85	.36	1.23	1	.27
23	4.65	.71	2.79	3	.42
24	4.96	.21	0.00	1	.95
25	4.94	.33	2.01	2	.37

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Appendix A

PRIOR TO STUDENT TEACHING

DEMOGRAPHIC INFORMATION

Please return by March 11, 1994

1. City location of the university or college you attended for teacher preparation. _____

2. What was the approximate student population of your university? _____

3. Was the university public or private? _____

4. Does the university have any graduate programs? _____
   If so, are any of these in teacher education? _____

5. Is your university NCATE approved? _____

6. Is your university training program state approved? _____

7. Indicate the categories of special education in which your university prepares potential special education personnel.

   _____
   _____
   _____

8. Indicate the category or categories of special education in which you were trained.

   _____
   _____

9. How many weeks is each student teaching placement? _____

10. How many weeks will you student teach?_____

11. Indicate the city where you anticipate student teaching.

    _____

12. In what special education area(s) do you anticipate student teaching? _____
    _____
    _____

Look at the following items carefully. **Please rank each item on a scale of importance from 1 - 5 (1 = not very important, 5 = very important).** Base these ratings on your own personal beliefs about what information a student teacher should know before beginning an assigned placement.

(1 = not very important, 5 = very important)

Circle your rating for each question.	**1 2 3 4 5**
1. Information about the number of students in the class	1 2 3 4 5
2. Type of special needs students	1 2 3 4 5
3. Daily schedule and/or routine of the class	1 2 3 4 5
4. Information about materials available	1 2 3 4 5
5. Information about the school policies and procedures regarding such areas as discipline and aids	1 2 3 4 5
6. Location of children with special needs within the building	1 2 3 4 5
7. Public transportation availability near the school	1 2 3 4 5
8. Housing availability near the school	1 2 3 4 5
9. Community size where the school is located	1 2 3 4 5
10. Individual school population size	1 2 3 4 5
11. Physical plant size of school	1 2 3 4 5
12. Information about the behavioral management system in use in the classroom	1 2 3 4 5
13. Knowledge of writing lesson plans	1 2 3 4 5
14. Creating relationships with the entire school staff	1 2 3 4 5
15. Understanding all the requirements of the student teaching experience and dates at which requirements must be met	1 2 3 4 5

16.	Arriving at the school on time	1 2 3 4 5
17.	Being in appropriate dress for student teaching	1 2 3 4 5
18.	Creating an open communication line between you and the cooperating teacher at the school	1 2 3 4 5
19.	Creating an open communication line between you and the supervising university teacher	1 2 3 4 5
20.	Development of all personal qualities	1 2 3 4 5
21.	To keep an open mind	1 2 3 4 5
22.	Communication on a variety of levels	1 2 3 4 5
23.	Interacting with the students immediately	1 2 3 4 5
24.	Ability to be flexible	1 2 3 4 5
25.	Ability to be resourceful	1 2 3 4 5

Rank order five of the above numbered items in terms of their significance to you from most essential to essential. (Just place the item number in the blank).

The Most Essential Item = # ___

Second Most Essential Item = # ___

Third Most Essential Item = # ___

Fourth Most Essential Item = # ___

Fifth Most Essential Item = # ___

Any additional comments _____

_____

_____

_____

_____

Please answer the next five questions as completely as possible based on your experiences.

1. List the information about the school that you think you should have knowledge.

_____

_____

_____

2. List all the information about the classroom that you would like to know for entering the first day.

_____

_____

_____

3. What do you think you need to know or develop in order to work with your cooperating teacher at the school?

_____

_____

_____

4. What do you think you need to know or develop in order to work with your university supervising teacher?

_____

_____

_____

5. What is important about communication in student teaching ?

_____

_____

_____

Thank you for your participation in this survey. If you would like a copy of the findings, please send your name and mailing address to us. This is optional and not part of the survey.

POST STUDENT TEACHING

DEMOGRAPHIC INFORMATION

Please return by March 11, 1994

1. City location of the university or college you attended for teacher preparation. _____

2. What was the approximate student population of your university? _____

3. Was the university public or private? _____

4. Does the university have any graduate programs? _____
   If so, are any of these in teacher education? _____

5. Is your university NCATE approved? _____

6. Is your university training program state approved? _____

7. Indicate the categories of special education in which your university prepares potential special education personnel.

   _____
   _____
   _____

8. Indicate the category or categories of special education in which you were trained.

   _____
   _____

9. How many weeks is each student teaching placement? _____

10. How many weeks did you student teach? _____

11. Indicate the city where you student taught. _____

12. In what special education area(s) did you do student teaching? _____
    _____

Look at the following items carefully. **Please rank each item on a scale of importance from 1 - 5 (1 = not very important, 5 = very important).** Base these ratings on your own personal beliefs about what information a student teacher should know before beginning an assigned placement.

(1 = not very important, 5 = very important)

Circle your rating for each question.	**1 2 3 4 5**
1. Information about the number of students in the class	1 2 3 4 5
2. Type of special needs students	1 2 3 4 5
3. Daily schedule and/or routine of the class	1 2 3 4 5
4. Information about materials available	1 2 3 4 5
5. Information about the school policies and procedures regarding such areas as discipline and aids	1 2 3 4 5
6. Location of children with special needs within the building	1 2 3 4 5
7. Public transportation availability near the school	1 2 3 4 5
8. Housing availability near the school	1 2 3 4 5
9. Community size where the school is located	1 2 3 4 5
10. Individual school population size	1 2 3 4 5
11. Physical plant size of school	1 2 3 4 5
12. Information about the behavioral management system in use in the classroom	1 2 3 4 5
13. Knowledge of writing lesson plans	1 2 3 4 5
14. Creating relationships with the entire school staff	1 2 3 4 5
15. Understanding all the requirements of the student teaching experience and dates at which requirements must be met	1 2 3 4 5

16. Arriving at the school on time 1 2 3 4 5

17. Being in appropriate dress for student teaching 1 2 3 4 5

18. Creating an open communication line between you and the cooperating teacher at the school 1 2 3 4 5

19. Creating an open communication line between you and the supervising university teacher 1 2 3 4 5

20. Development of all personal qualities 1 2 3 4 5

21. To keep an open mind 1 2 3 4 5

22. Communication on a variety of levels 1 2 3 4 5

23. Interacting with the students immediately 1 2 3 4 5

24. Ability to be flexible 1 2 3 4 5

25. Ability to be resourceful 1 2 3 4 5

Rank order five of the above numbered items in terms of their significance to you from most essential to essential. (Just place the item number in the blank).

The Most Essential Item = # ___

Second Most Essential Item = # ___

Third Most Essential Item = # ___

Fourth Most Essential Item = # ___

Fifth Most Essential Item = # ___

Any additional comments _____

_____

_____

_____

_____

Please answer the next five questions as completely as possible based on your experiences.

1. List the information about the school that you think you should have knowledge.

_____

_____

_____

2. List all the information about the classroom that you would like to know for entering the first day.

_____

_____

_____

3. What do you think you need to know or develop in order to work with your cooperating teacher at the school?

_____

_____

_____

4. What do you think you need to know or develop in order to work with your university supervising teacher?

_____

_____

_____

5. What is important about communication in student teaching ?

_____

_____

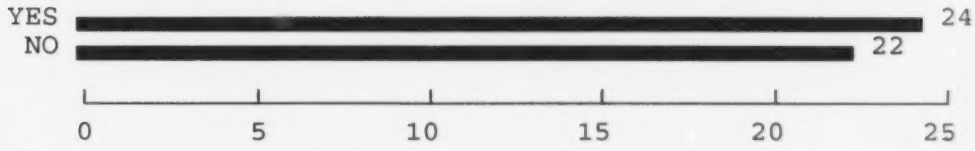
_____

Thank you for your participation in this survey. If you would like a copy of the findings, please send your name and mailing address to us. This is optional and not part of the survey.

Appendix B

STTAUGHT STUDENT TAUGHT

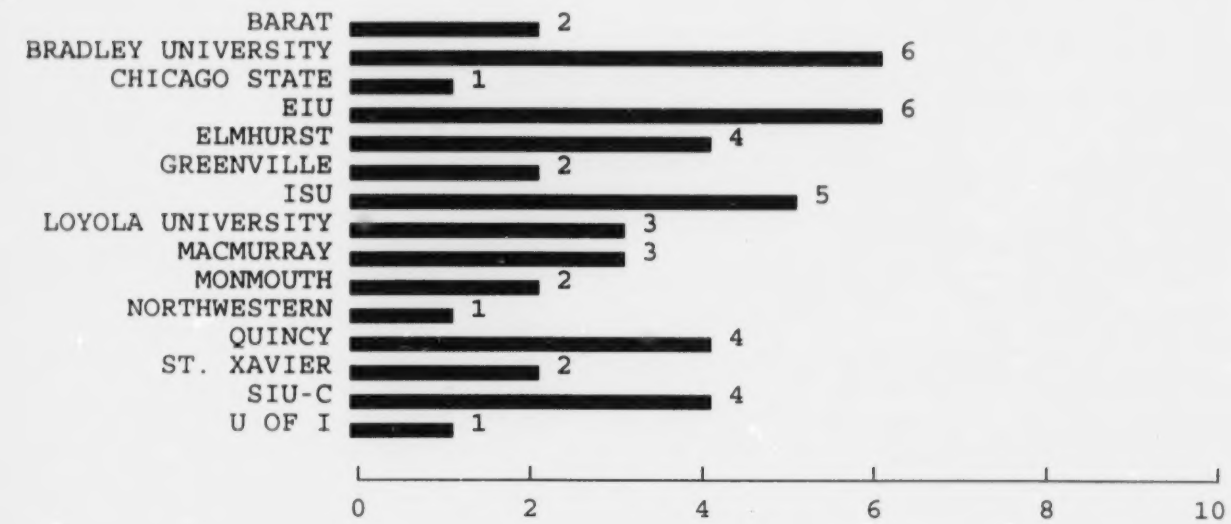
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	24	52.2	52.2	52.2
NO	2	22	47.8	47.8	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

SCHOOL INSTITUTION

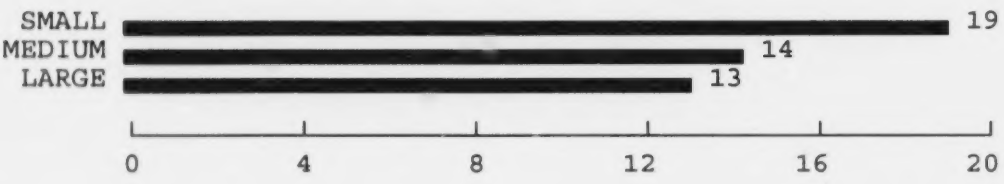
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
BARAT	1	2	4.3	4.3	4.3
BRADLEY UNIVERSITY	2	6	13.0	13.0	17.4
CHICAGO STATE	3	1	2.2	2.2	19.6
EIU	6	6	13.0	13.0	32.6
ELMHURST	7	4	8.7	8.7	41.3
GREENVILLE	9	2	4.3	4.3	45.7
ISU	11	5	10.9	10.9	56.5
LOYOLA UNIVERSITY	12	3	6.5	6.5	63.0
MACMURRAY	13	3	6.5	6.5	69.6
MONMOUTH	14	2	4.3	4.3	73.9
NORTHWESTERN	18	1	2.2	2.2	76.1
QUINCY	19	4	8.7	8.7	84.8
ST. XAVIER	22	2	4.3	4.3	89.1
SIU-C	23	4	8.7	8.7	97.8
U OF I	26	1	2.2	2.2	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

SCHSIZE SIZE OF INSTITUTION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
SMALL	1	19	41.3	41.3	41.3
MEDIUM	2	14	30.4	30.4	71.7
LARGE	3	13	28.3	28.3	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

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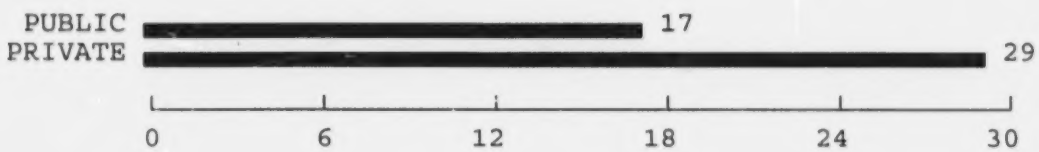
SCHTYPE SCHOOL TYPE

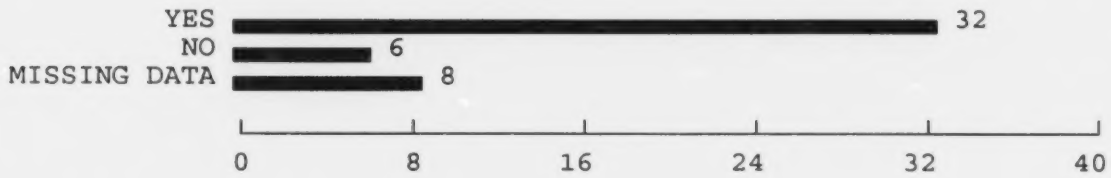
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
PUBLIC	1	17	37.0	37.0	37.0
PRIVATE	2	29	63.0	63.0	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

NCATEAPP NCATE APPROVED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	32	69.6	69.6	69.6
NO	2	6	13.0	13.0	82.6
MISSING DATA	9	8	17.4	17.4	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

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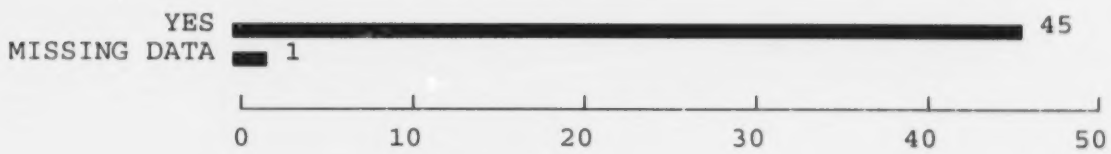
STATEAPP STATE APPROVED

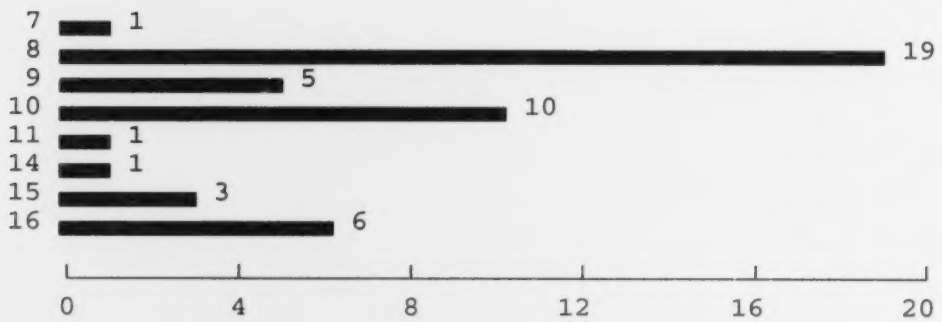
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	45	97.8	97.8	97.8
MISSING DATA	9	1	2.2	2.2	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

MINSTWKS MINIMUM NUMBER OF STUDENT TEACHING WEEKS

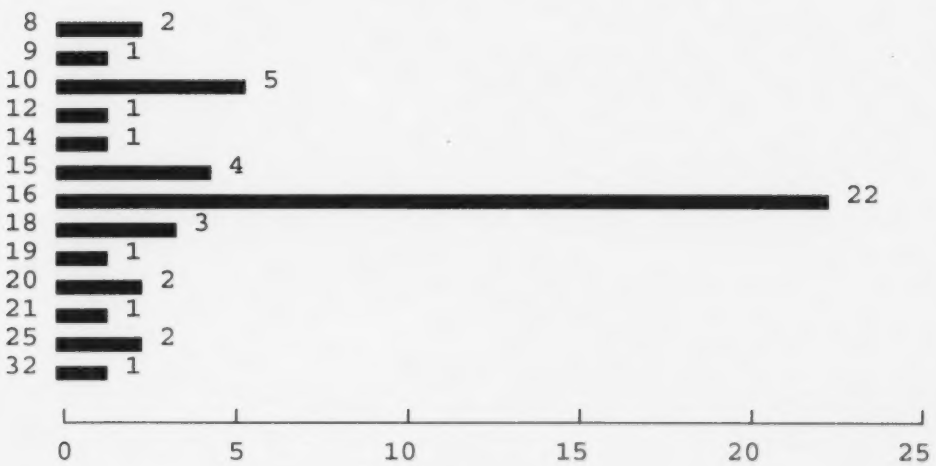
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	7	1	2.2	2.2	2.2
	8	19	41.3	41.3	43.5
	9	5	10.9	10.9	54.3
	10	10	21.7	21.7	76.1
	11	1	2.2	2.2	78.3
	14	1	2.2	2.2	80.4
	15	3	6.5	6.5	87.0
	16	6	13.0	13.0	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

OWNSTWKS OWN NUMBER OF STUDENT TEACHING WEEKS

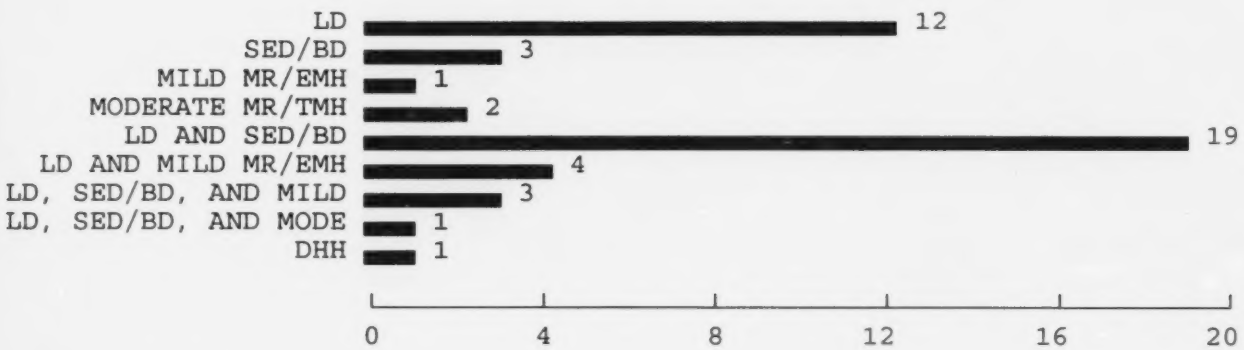
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	8	2	4.3	4.3	4.3
	9	1	2.2	2.2	6.5
	10	5	10.9	10.9	17.4
	12	1	2.2	2.2	19.6
	14	1	2.2	2.2	21.7
	15	4	8.7	8.7	30.4
	16	22	47.8	47.8	78.3
	18	3	6.5	6.5	84.8
	19	1	2.2	2.2	87.0
	20	2	4.3	4.3	91.3
	21	1	2.2	2.2	93.5
	25	2	4.3	4.3	97.8
	32	1	2.2	2.2	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

STAREA STUDENT TEACHING AREA(S)

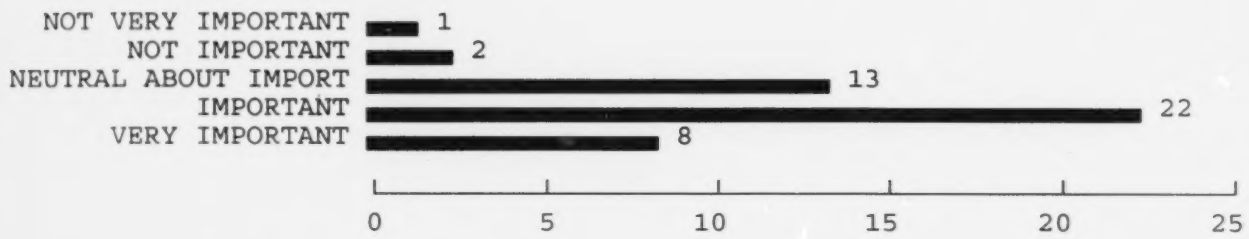
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LD	1	12	26.1	26.1	26.1
SED/BD	2	3	6.5	6.5	32.6
MILD MR/EMH	3	1	2.2	2.2	34.8
MODERATE MR/TMH	4	2	4.3	4.3	39.1
LD AND SED/BD	5	19	41.3	41.3	80.4
LD AND MILD MR/EMH	6	4	8.7	8.7	89.1
LD, SED/BD, AND MILD	8	3	6.5	6.5	95.7
LD, SED/BD, AND MODE	9	1	2.2	2.2	97.8
DHH	10	1	2.2	2.2	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

CLASSNO CLASS NUMBER

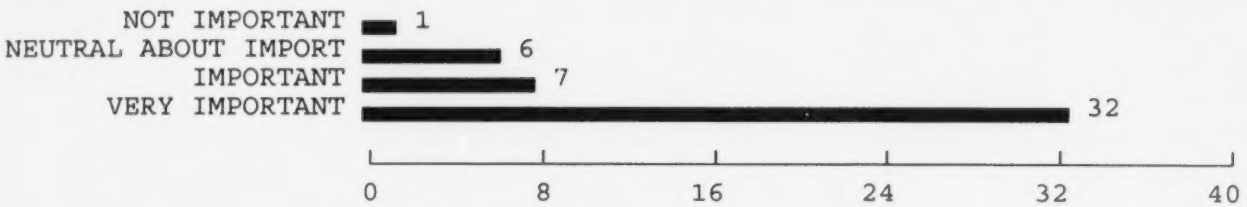
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT VERY IMPORTANT	1	1	2.2	2.2	2.2
NOT IMPORTANT	2	2	4.3	4.3	6.5
NEUTRAL ABOUT IMPORT	3	13	28.3	28.3	34.8
IMPORTANT	4	22	47.8	47.8	82.6
VERY IMPORTANT	5	8	17.4	17.4	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

SEDTYPE SPECIAL EDUCATION TYPE

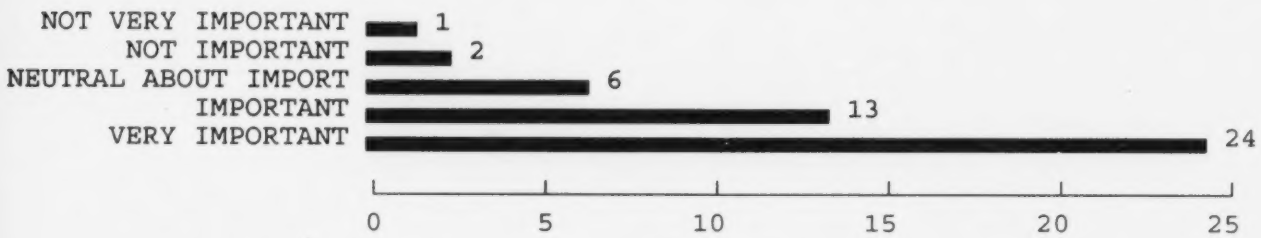
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT IMPORTANT	2	1	2.2	2.2	2.2
NEUTRAL ABOUT IMPORT	3	6	13.0	13.0	15.2
IMPORTANT	4	7	15.2	15.2	30.4
VERY IMPORTANT	5	32	69.6	69.6	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

DAILYSCH DAILY SCHEDULE

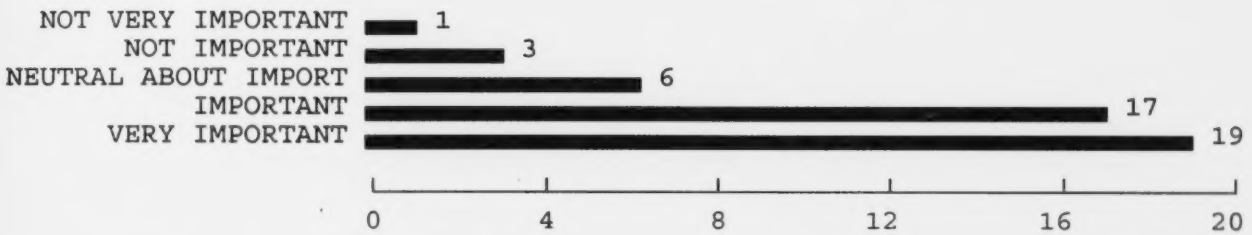
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT VERY IMPORTANT	1	1	2.2	2.2	2.2
NOT IMPORTANT	2	2	4.3	4.3	6.5
NEUTRAL ABOUT IMPORT	3	6	13.0	13.0	19.6
IMPORTANT	4	13	28.3	28.3	47.8
VERY IMPORTANT	5	24	52.2	52.2	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

MATINFO INFORMATION ABOUT MATERIALS AVAILABLE

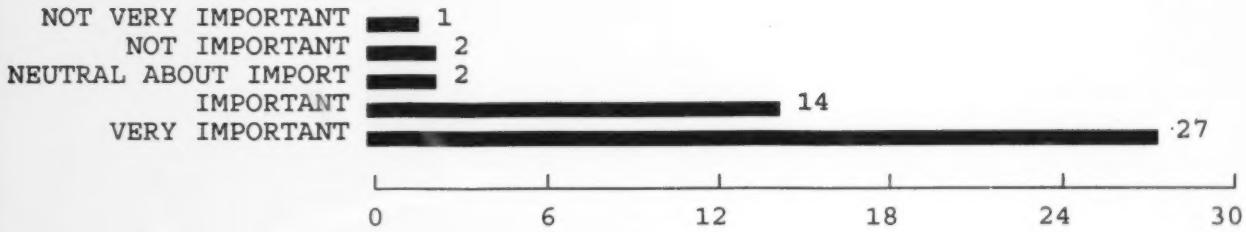
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT VERY IMPORTANT	1	1	2.2	2.2	2.2
NOT IMPORTANT	2	3	6.5	6.5	8.7
NEUTRAL ABOUT IMPORT	3	6	13.0	13.0	21.7
IMPORTANT	4	17	37.0	37.0	58.7
VERY IMPORTANT	5	19	41.3	41.3	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

POLICIES SCHOOL POLICIES AND PROCEDURES

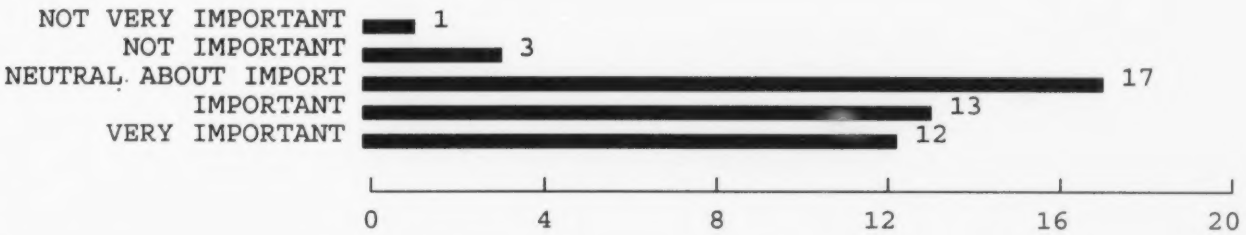
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT VERY IMPORTANT	1	1	2.2	2.2	2.2
NOT IMPORTANT	2	2	4.3	4.3	6.5
NEUTRAL ABOUT IMPORT	3	2	4.3	4.3	10.9
IMPORTANT	4	14	30.4	30.4	41.3
VERY IMPORTANT	5	27	58.7	58.7	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

LOCATE SPECIAL EDUCATION CHILDREN'S LOCATION IN

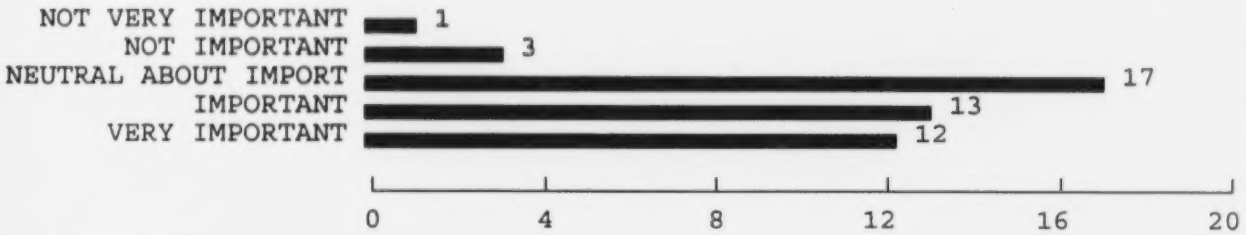
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT VERY IMPORTANT	1	1	2.2	2.2	2.2
NOT IMPORTANT	2	3	6.5	6.5	8.7
NEUTRAL ABOUT IMPORT	3	17	37.0	37.0	45.7
IMPORTANT	4	13	28.3	28.3	73.9
VERY IMPORTANT	5	12	26.1	26.1	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

LOCATE SPECIAL EDUCATION CHILDREN'S LOCATION IN

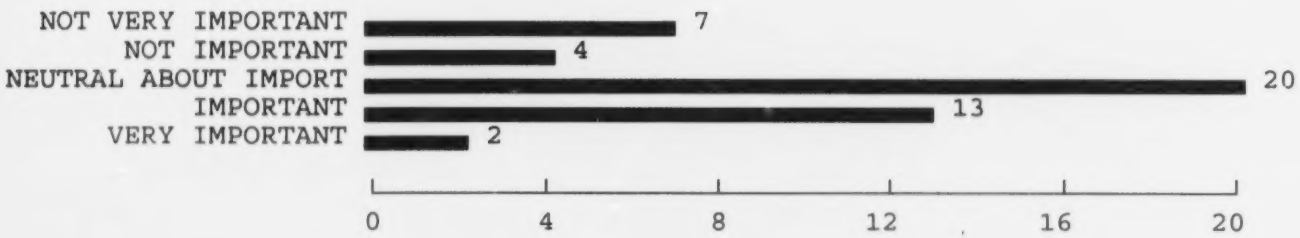
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT VERY IMPORTANT	1	1	2.2	2.2	2.2
NOT IMPORTANT	2	3	6.5	6.5	8.7
NEUTRAL ABOUT IMPORT	3	17	37.0	37.0	45.7
IMPORTANT	4	13	28.3	28.3	73.9
VERY IMPORTANT	5	12	26.1	26.1	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

TRAVEL AVAILABLE NEARBY PUBLIC TRANSPORTATION

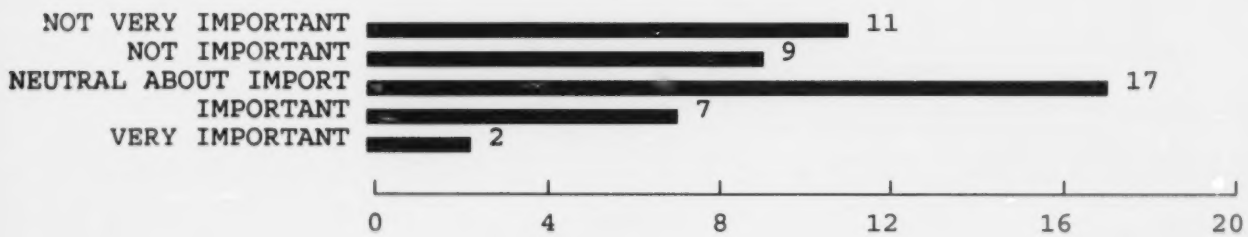
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT VERY IMPORTANT	1	7	15.2	15.2	15.2
NOT IMPORTANT	2	4	8.7	8.7	23.9
NEUTRAL ABOUT IMPORT	3	20	43.5	43.5	67.4
IMPORTANT	4	13	28.3	28.3	95.7
VERY IMPORTANT	5	2	4.3	4.3	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

HOUSING AVAILABLE NEARBY HOUSING

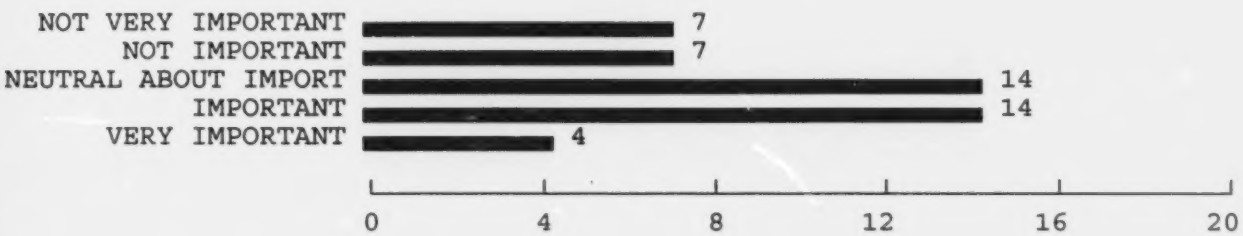
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT VERY IMPORTANT	1	11	23.9	23.9	23.9
NOT IMPORTANT	2	9	19.6	19.6	43.5
NEUTRAL ABOUT IMPORT	3	17	37.0	37.0	80.4
IMPORTANT	4	7	15.2	15.2	95.7
VERY IMPORTANT	5	2	4.3	4.3	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

COMMSIZE COMMUNITY SIZE

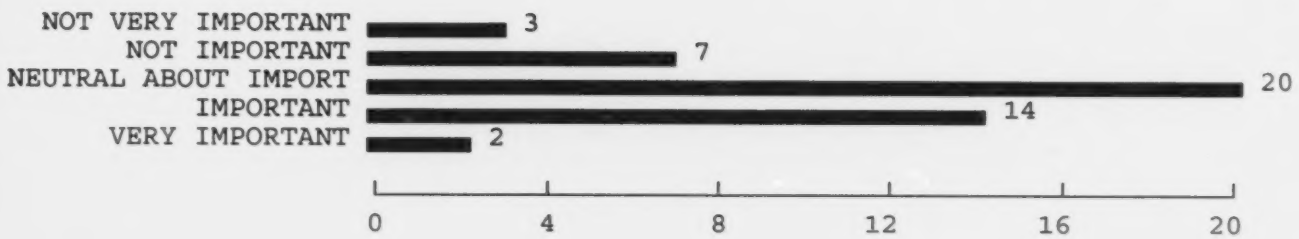
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT VERY IMPORTANT	1	7	15.2	15.2	15.2
NOT IMPORTANT	2	7	15.2	15.2	30.4
NEUTRAL ABOUT IMPORT	3	14	30.4	30.4	60.9
IMPORTANT	4	14	30.4	30.4	91.3
VERY IMPORTANT	5	4	8.7	8.7	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

SCHPOP SCHOOL POPULATION

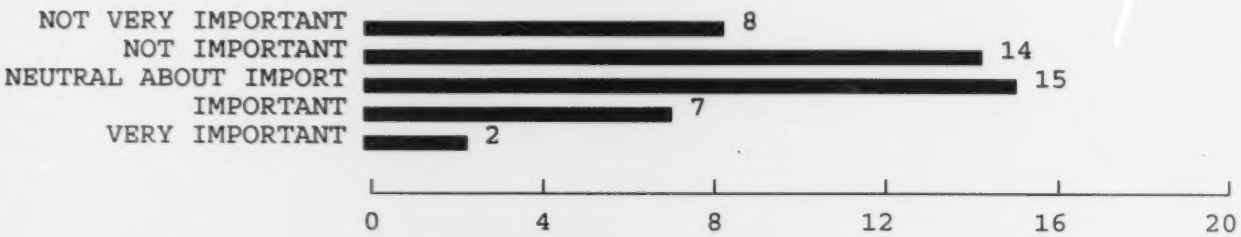
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT VERY IMPORTANT	1	3	6.5	6.5	6.5
NOT IMPORTANT	2	7	15.2	15.2	21.7
NEUTRAL ABOUT IMPORT	3	20	43.5	43.5	65.2
IMPORTANT	4	14	30.4	30.4	95.7
VERY IMPORTANT	5	2	4.3	4.3	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

PHYPLANT PHYSICAL PLANT SIZE

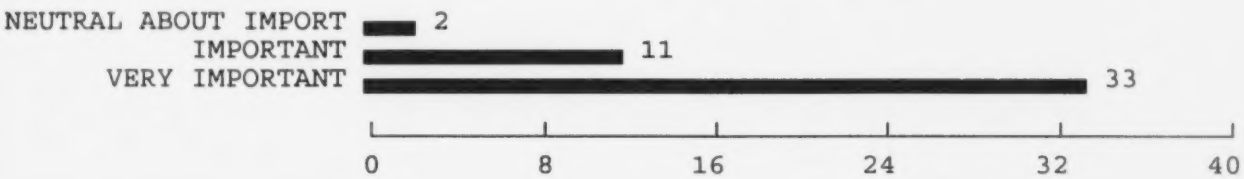
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT VERY IMPORTANT	1	8	17.4	17.4	17.4
NOT IMPORTANT	2	14	30.4	30.4	47.8
NEUTRAL ABOUT IMPORT	3	15	32.6	32.6	80.4
IMPORTANT	4	7	15.2	15.2	95.7
VERY IMPORTANT	5	2	4.3	4.3	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

BEHMANAG BEHAVIOR MANAGEMENT SYSTEM USED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NEUTRAL ABOUT IMPORT	3	2	4.3	4.3	4.3
IMPORTANT	4	11	23.9	23.9	28.3
VERY IMPORTANT	5	33	71.7	71.7	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

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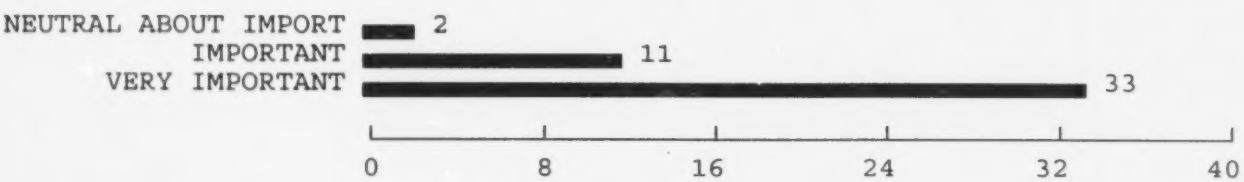
LESPLANS KNOWLEDGE OF WRITTEN LESSON PLANS

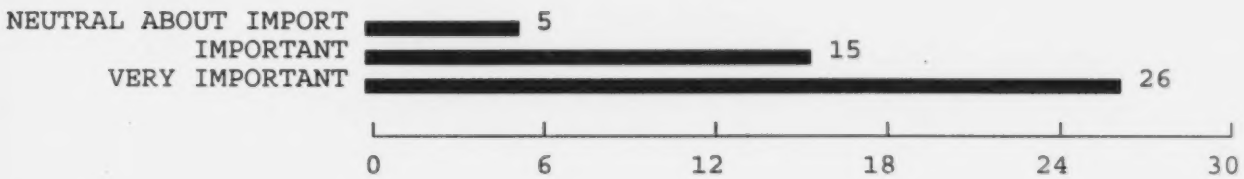
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NEUTRAL ABOUT IMPORT	3	2	4.3	4.3	4.3
IMPORTANT	4	11	23.9	23.9	28.3
VERY IMPORTANT	5	33	71.7	71.7	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

STAFFREL SCHOOL STAFF RELATIONSHIPS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NEUTRAL ABOUT IMPORT	3	5	10.9	10.9	10.9
IMPORTANT	4	15	32.6	32.6	43.5
VERY IMPORTANT	5	26	56.5	56.5	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

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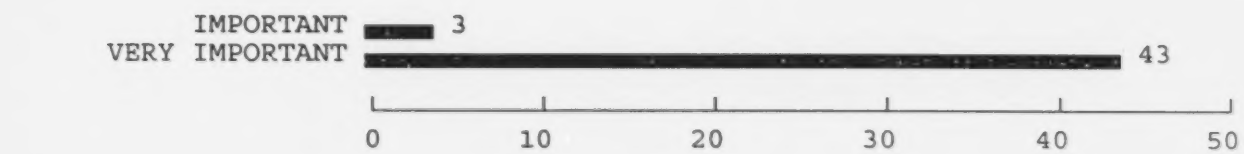
REQUIRE KNOW STUDENT TEACHING REQUIREMENTS

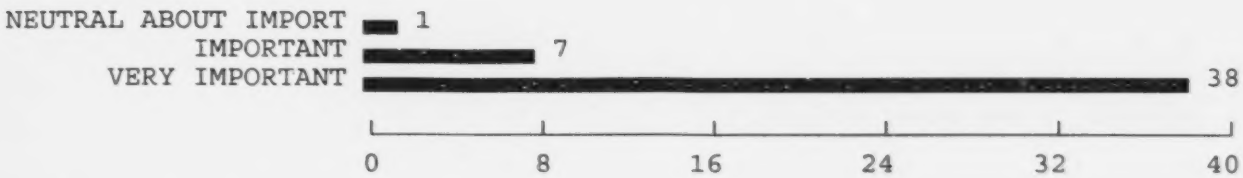
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
IMPORTANT	4	3	6.5	6.5	6.5
VERY IMPORTANT	5	43	93.5	93.5	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

ARRTIME ARRIVING AT THE SCHOOL ON TIME

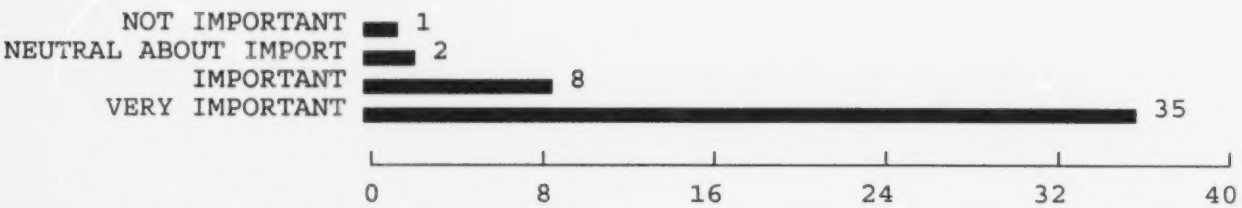
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NEUTRAL ABOUT IMPORT	3	1	2.2	2.2	2.2
IMPORTANT	4	7	15.2	15.2	17.4
VERY IMPORTANT	5	38	82.6	82.6	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

ATTIRE APPROPRIATE STUDENT TEACHING DRESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT IMPORTANT	2	1	2.2	2.2	2.2
NEUTRAL ABOUT IMPORT	3	2	4.3	4.3	6.5
IMPORTANT	4	8	17.4	17.4	23.9
VERY IMPORTANT	5	35	76.1	76.1	100.0
	Total	46	100.0	100.0	

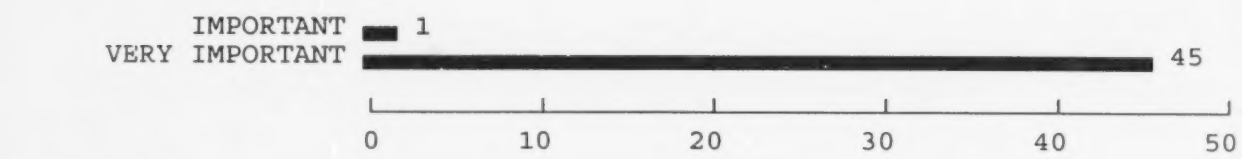


Valid cases 46 Missing cases 0

- -

COOPCOMM COMMUNICATION WITH COOPERATING TEACHER

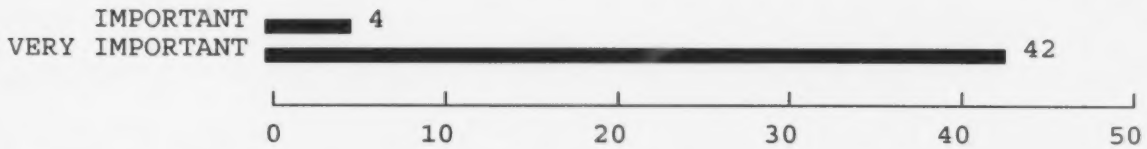
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
IMPORTANT	4	1	2.2	2.2	2.2
VERY IMPORTANT	5	45	97.8	97.8	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

UNIVCOMM COMMUNICATION WITH UNIVERSITY SUPERVISOR

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
IMPORTANT	4	4	8.7	8.7	8.7
VERY IMPORTANT	5	42	91.3	91.3	100.0
	Total	46	100.0	100.0	

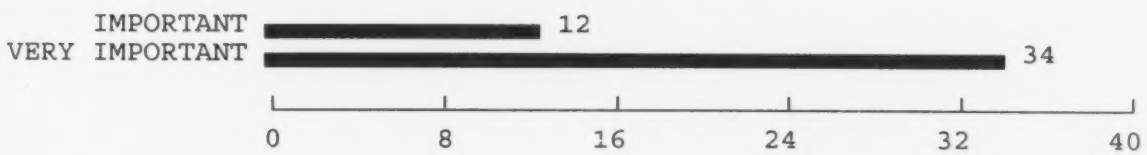


Valid cases 46 Missing cases 0

- -

PERSONAL DEVELOPMENT OF ALL PERSONAL QUALITIES

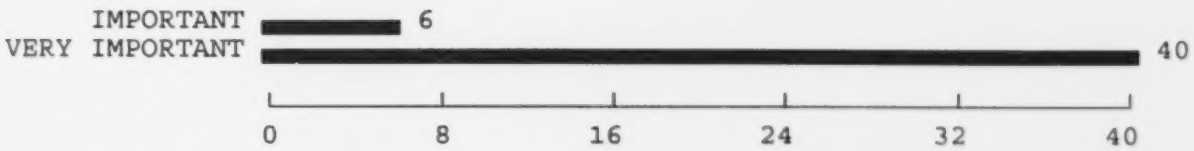
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
IMPORTANT	4	12	26.1	26.1	26.1
VERY IMPORTANT	5	34	73.9	73.9	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

OPENMIND TO KEEP AN OPEN MIND

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
IMPORTANT	4	6	13.0	13.0	13.0
VERY IMPORTANT	5	40	87.0	87.0	100.0
	Total	46	100.0	100.0	

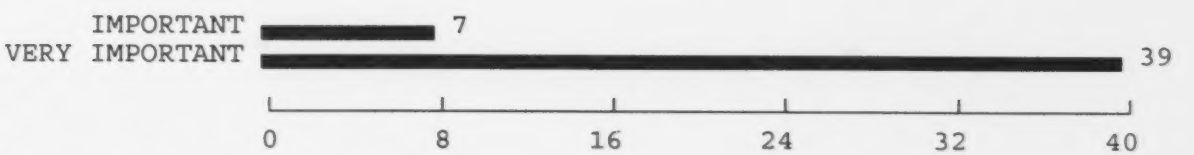


Valid cases 46 Missing cases 0

- -

COMMLVLS COMMUNICATION ON A VARIETY OF LEVELS

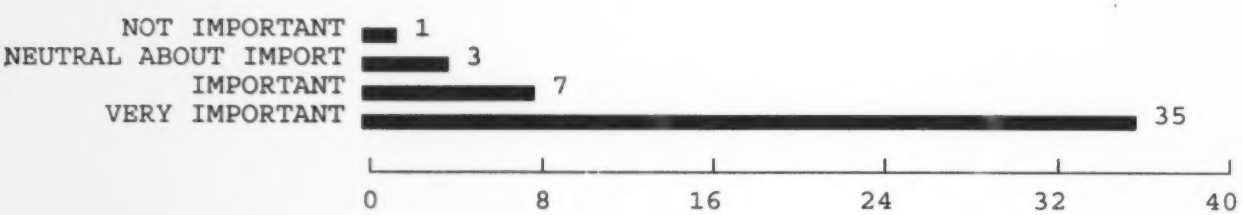
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
IMPORTANT	4	7	15.2	15.2	15.2
VERY IMPORTANT	5	39	84.8	84.8	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

INTERACT IMMEDIATE STUDENT INTERACTION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT IMPORTANT	2	1	2.2	2.2	2.2
NEUTRAL ABOUT IMPORT	3	3	6.5	6.5	8.7
IMPORTANT	4	7	15.2	15.2	23.9
VERY IMPORTANT	5	35	76.1	76.1	100.0
	Total	46	100.0	100.0	

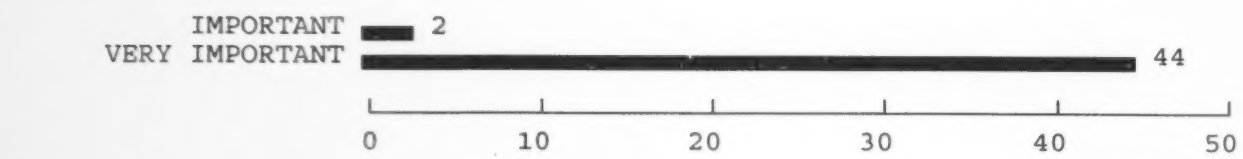


Valid cases 46 Missing cases 0

- -

FLEXIBLE ABILITY TO BE FLEXIBLE

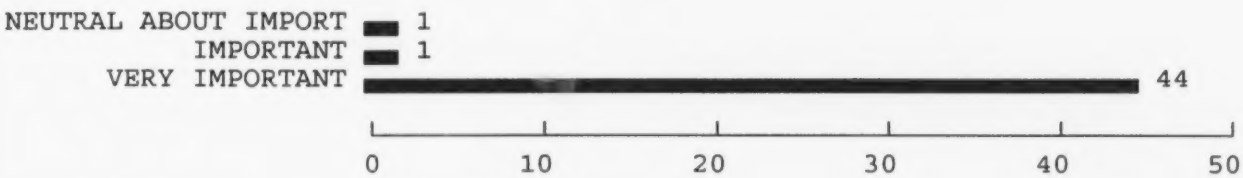
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
IMPORTANT	4	2	4.3	4.3	4.3
VERY IMPORTANT	5	44	95.7	95.7	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

RESOURCE ABILITY TO BE RESOURCEFUL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NEUTRAL ABOUT IMPORT	3	1	2.2	2.2	2.2
IMPORTANT	4	1	2.2	2.2	4.3
VERY IMPORTANT	5	44	95.7	95.7	100.0
	Total	46	100.0	100.0	

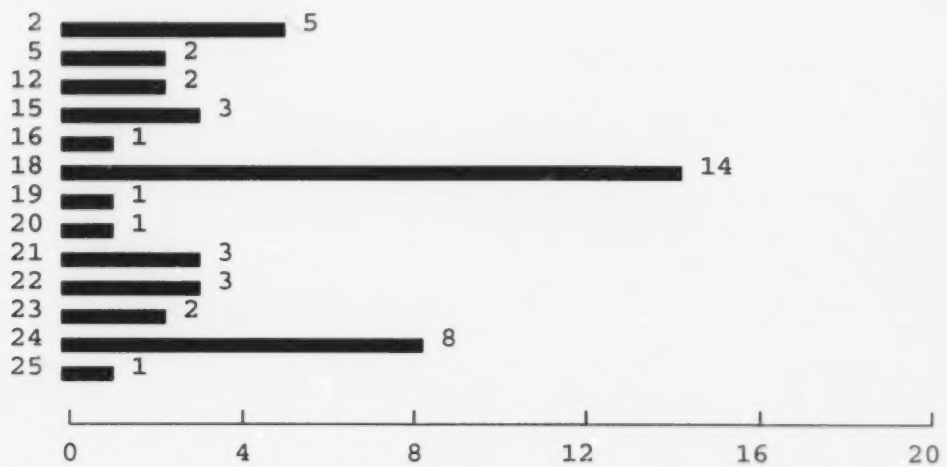


Valid cases 46 Missing cases 0

Appendix C

ITEMONE THE MOST ESSENTIAL ITEM

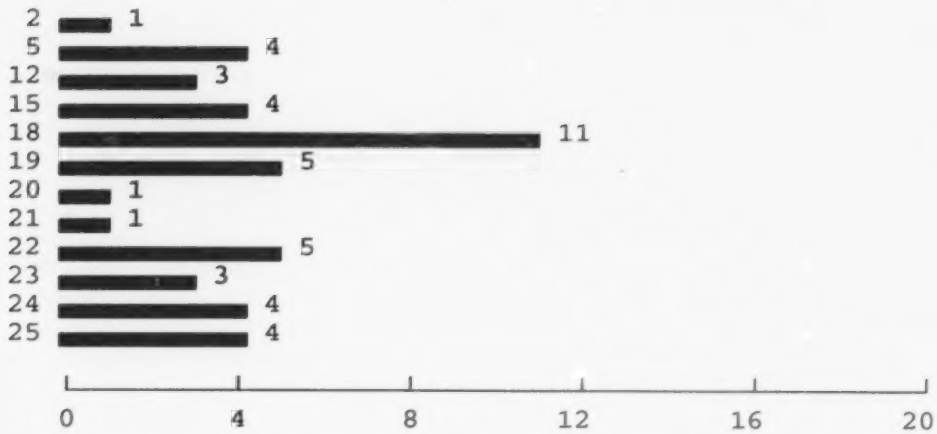
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2	5	10.9	10.9	10.9
	5	2	4.3	4.3	15.2
	12	2	4.3	4.3	19.6
	15	3	6.5	6.5	26.1
	16	1	2.2	2.2	28.3
	18	14	30.4	30.4	58.7
	19	1	2.2	2.2	60.9
	20	1	2.2	2.2	63.0
	21	3	6.5	6.5	69.6
	22	3	6.5	6.5	76.1
	23	2	4.3	4.3	80.4
	24	8	17.4	17.4	97.8
	25	1	2.2	2.2	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

ITEMTWO THE SECOND MOST ESSENTIAL ITEM

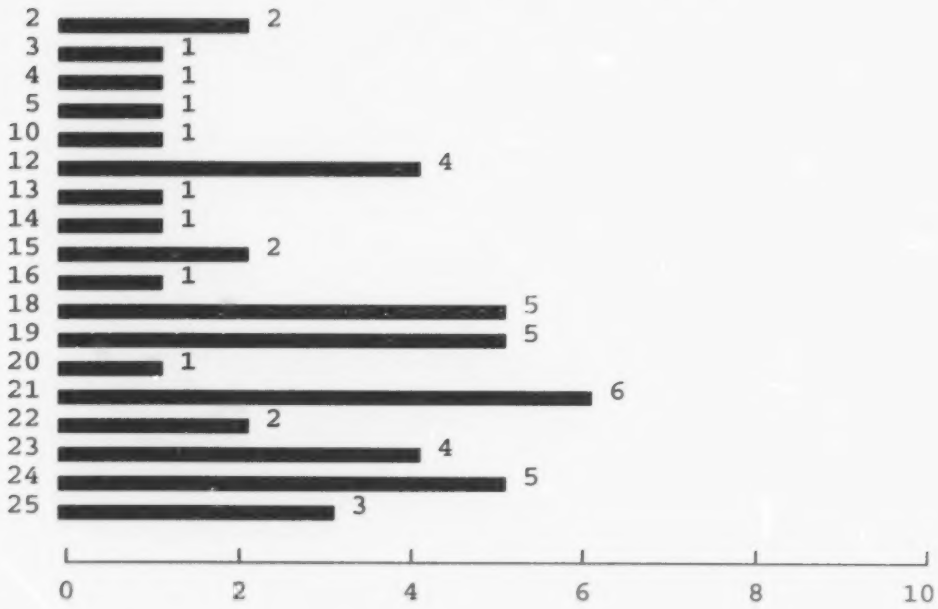
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2	1	2.2	2.2	2.2
	5	4	8.7	8.7	10.9
	12	3	6.5	6.5	17.4
	15	4	8.7	8.7	26.1
	18	11	23.9	23.9	50.0
	19	5	10.9	10.9	60.9
	20	1	2.2	2.2	63.0
	21	1	2.2	2.2	65.2
	22	5	10.9	10.9	76.1
	23	3	6.5	6.5	82.6
	24	4	8.7	8.7	91.3
	25	4	8.7	8.7	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

ITEMTHRE THE THIRD MOST ESSENTIAL ITEM

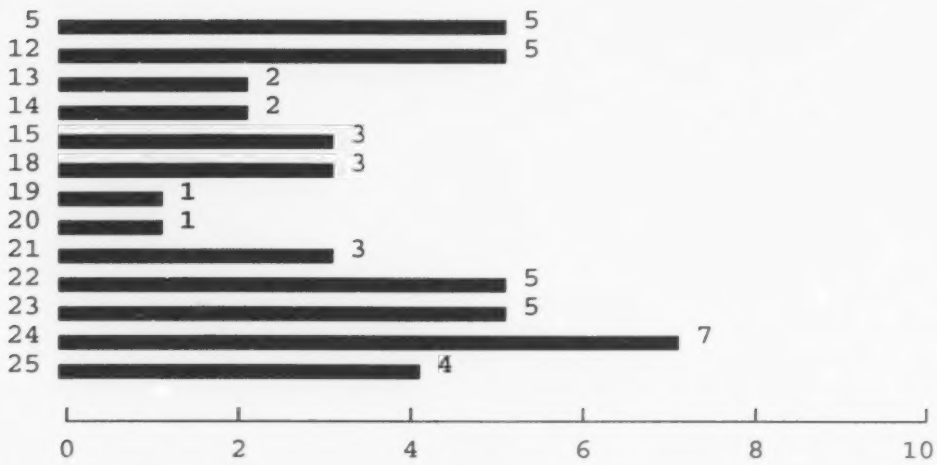
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2	2	4.3	4.3	4.3
	3	1	2.2	2.2	6.5
	4	1	2.2	2.2	8.7
	5	1	2.2	2.2	10.9
	10	1	2.2	2.2	13.0
	12	4	8.7	8.7	21.7
	13	1	2.2	2.2	23.9
	14	1	2.2	2.2	26.1
	15	2	4.3	4.3	30.4
	16	1	2.2	2.2	32.6
	18	5	10.9	10.9	43.5
	19	5	10.9	10.9	54.3
	20	1	2.2	2.2	56.5
	21	6	13.0	13.0	69.6
	22	2	4.3	4.3	73.9
	23	4	8.7	8.7	82.6
	24	5	10.9	10.9	93.5
	25	3	6.5	6.5	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

ITEMFOUR THE FOURTH MOST ESSENTIAL ITEM

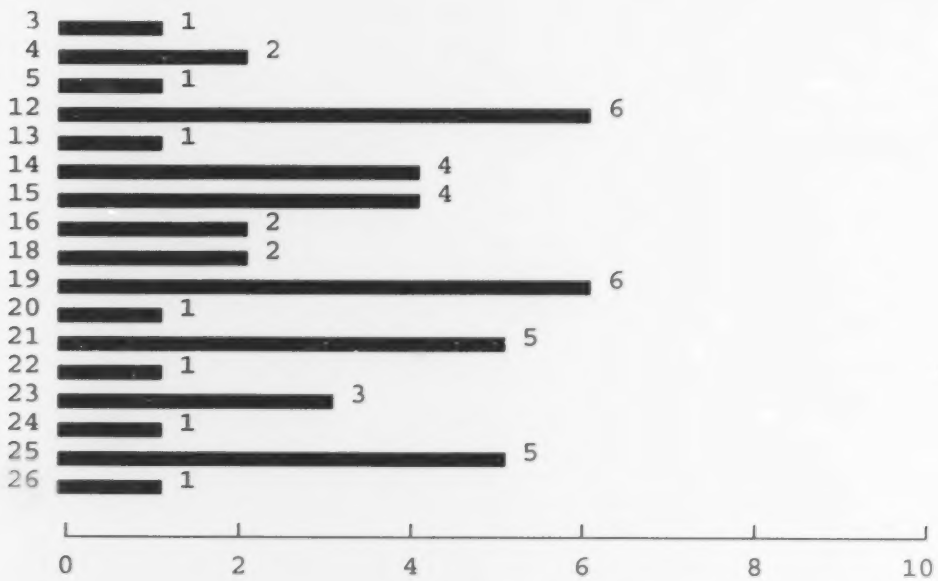
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	5	5	10.9	10.9	10.9
	12	5	10.9	10.9	21.7
	13	2	4.3	4.3	26.1
	14	2	4.3	4.3	30.4
	15	3	6.5	6.5	37.0
	18	3	6.5	6.5	43.5
	19	1	2.2	2.2	45.7
	20	1	2.2	2.2	47.8
	21	3	6.5	6.5	54.3
	22	5	10.9	10.9	65.2
	23	5	10.9	10.9	76.1
	24	7	15.2	15.2	91.3
	25	4	8.7	8.7	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

ITEMFIVE THE FIFTH MOST ESSENTIAL ITEM

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	3	1	2.2	2.2	2.2
	4	2	4.3	4.3	6.5
	5	1	2.2	2.2	8.7
	12	6	13.0	13.0	21.7
	13	1	2.2	2.2	23.9
	14	4	8.7	8.7	32.6
	15	4	8.7	8.7	41.3
	16	2	4.3	4.3	45.7
	18	2	4.3	4.3	50.0
	19	6	13.0	13.0	63.0
	20	1	2.2	2.2	65.2
	21	5	10.9	10.9	76.1
	22	1	2.2	2.2	78.3
	23	3	6.5	6.5	84.8
	24	1	2.2	2.2	87.0
	25	5	10.9	10.9	97.8
	26	1	2.2	2.2	100.0
	Total	46	100.0	100.0	



Valid cases 46 Missing cases 0

TOTALIT TOTAL MOST ESSENTIAL ITEM

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	.	46	100.0	Missing	
	Total	46	100.0	100.0	

Valid cases 0 Missing cases 46

This procedure was completed at 16:05:59
NPAR TESTS /STATISTICS 1 2.

***** WORKSPACE allows for 29936 cases for NPAR TESTS *****

```
This procedure was completed at 16:06:07
FINISH.

End of Include file.
```

Appendix D

```
SET /LENGTH 59 /EJECT ON.
DATA LIST FIXED / id 1-3 sttaught 4 school 5-6 schsize 7 schtype 8 ncateapp 9
 stateapp 10
 minstwks 11-12 ownstwks 13-14 starea 15-16 classno 17 sedtype 18 dailysch 19
 matinfo 20 policies 21 locate 22 travel 23 housing 24 commsize 25 schpop 26
 phyplant 27 behmanag 28 lesplans 29 staffrel 30 require 31 arrtime 32 attire
 33 coopcomm 34 univcomm 35 personal 36 openmind 37 commlvls 38 interact 39
 flexible 40 resource 41 itemone 42-43 itemtwo 44-45 itemthre 46-47 itemfour
 48-49 itemfive 50-51 totalit 52-53.
VARIABLE LABELS ID "CASE INFORMATION"
STTAUGHT "STUDENT TAUGHT"
SCHOOL "INSTITUTION"
SCHSIZE "SIZE OF INSTITUTION"
SCHTYPE "SCHOOL TYPE"
NCATEAPP "NCATE APPROVED"
STATEAPP "STATE APPROVED"
MINSTWKS "MINIMUM NUMBER OF STUDENT TEACHING WEEKS"
OWNSTWKS "OWN NUMBER OF STUDENT TEACHING WEEKS"
STAREA "STUDENT TEACHING AREA(S)"
CLASSNO "CLASS NUMBER"
SEDTYPE "SPECIAL EDUCATION TYPE"
DAILYSCH "DAILY SCHEDULE"
MATINFO "INFORMATION ABOUT MATERIALS AVAILABLE"
POLICIES "SCHOOL POLICIES AND PROCEDURES"
LOCATE "SPECIAL EDUCATION CHILDREN'S LOCATION IN THE BUILDING"
TRAVEL "AVAILABLE NEARBY PUBLIC TRANSPORTATION"
HOUSING "AVAILABLE NEARBY HOUSING"
COMMSIZE "COMMUNITY SIZE"
SCHPOP "SCHOOL POPULATION"
PHYPLANT "PHYSICAL PLANT SIZE"
BEHMANAG "BEHAVIOR MANAGEMENT SYSTEM USED"
LESPLANS "KNOWLEDGE OF WRITTEN LESSON PLANS"
STAFFREL "SCHOOL STAFF RELATIONSHIPS"
REQUIRE "KNOW STUDENT TEACHING REQUIREMENTS"
ARRTIME "ARRIVING AT THE SCHOOL ON TIME"
ATTIRE "APPROPRIATE STUDENT TEACHING DRESS"
COOPCOMM "COMMUNICATION WITH COOPERATING TEACHER"
UNIVCOMM "COMMUNICATION WITH UNIVERSITY SUPERVISOR"
PERSONAL "DEVELOPMENT OF ALL PERSONAL QUALITIES"
OPENMIND "TO KEEP AN OPEN MIND"
COMMLVLS "COMMUNICATION ON A VARIETY OF LEVELS"
INTERACT "IMMEDIATE STUDENT INTERACTION"
FLEXIBLE "ABILITY TO BE FLEXIBLE"
RESOURCE "ABILITY TO BE RESOURCEFUL"
ITEMONE "THE MOST ESSENTIAL ITEM"
ITEMTWO "THE SECOND MOST ESSENTIAL ITEM"
ITEMTHRE "THE THIRD MOST ESSENTIAL ITEM"
ITEMFOUR "THE FOURTH MOST ESSENTIAL ITEM"
ITEMFIVE "THE FIFTH MOST ESSENTIAL ITEM"
TOTALIT "TOTAL MOST ESSENTIAL ITEM".
VALUE LABELS STTAUGHT 1 'YES' 2 'NO'/ SCHOOL 1 'BARAT' 2 'BRADLEY UNIVERSITY'
3 'CHICAGO STATE' 4 'CONCORDIA' 5 'DEPAUL UNIVERSITY' 6 'EIU'
7 'ELMHURST' 8 'GSU' 9 'GREENVILLE' 10 'ILLINOIS BENEDICTINE'
11 'ISU' 12 'LOYOLA UNIVERSITY' 13 'MACMURRAY' 14 'MONMOUTH'
15 'NATIONAL-LOUIS' 16 'NORTHEASTERN ILLINOIS' 17 'NIU' 18 'NORTHWESTERN'
19 'QUINCY' 20 'ROCKFORD COLLEGE' 21 'ROSARY COLLEGE' 22 'ST. XAVIER'
23 'SIU-C' 24 'SIU-E' 25 'U OF I - CHICAGO' 26 'U OF I' 27 'WIU'
```

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/SCHSIZE 1 'SMALL' 2 'MEDIUM' 3 'LARGE'
/SCHTYPE 1 'PUBLIC' 2 'PRIVATE'
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/STATEAPP 1 'YES' 2 'NO' 9 'MISSING DATA'
/STAREA 01 'LD' 02 'SED/BD' 03 'MILD MR/EMH' 04 'MODERATE MR/TMH'
05 'LD AND SED/BD' 06 'LD AND MILD MR/EMH' 07 'SED/BD AND MILD MR/EMH'
08 'LD, SED/BD, AND MILD MR/EMH'
09 'LD, SED/BD, AND MODERATE MR/TMH'
10 'DHH'
11 'OTHER'
/CLASSNO 1 'NOT VERY IMPORTANT' 2 'NOT IMPORTANT' 3 'NEUTRAL ABOUT IMPORTANCE'
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/BEHMANAG 1 'NOT VERY IMPORTANT' 2 'NOT IMPORTANT' 3 'NEUTRAL ABOUT IMPORTANCE'
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/LESPLANS 1 'NOT VERY IMPORTANT' 2 'NOT IMPORTANT' 3 'NEUTRAL ABOUT IMPORTANCE'
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/STAFFREL 1 'NOT VERY IMPORTANT' 2 'NOT IMPORTANT' 3 'NEUTRAL ABOUT IMPORTANCE'
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4 'IMPORTANT' 5 'VERY IMPORTANT' 9 'MISSING DATA'.
```

```
BEGIN DATA.
END DATA.
     46 cases are written to the compressed active file.

This procedure was completed at 16:05:24
FREQUENCIES VARABLES=ALL
/BARCHART MINIMUM (1) MAXIMUM (50) INCREMENT (1).

***** Memory allows a total of  17873 Values, accumulated across all Variables.
      There also may be up to    2234 Value Labels for each Variable.
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ID CASE INFORMATION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	1	2.2	2.2	2.2
	2	1	2.2	2.2	4.3
	6	1	2.2	2.2	6.5
	7	1	2.2	2.2	8.7
	8	1	2.2	2.2	10.9
	9	1	2.2	2.2	13.0
	10	1	2.2	2.2	15.2
	11	1	2.2	2.2	17.4
	12	1	2.2	2.2	19.6
	13	1	2.2	2.2	21.7
	14	1	2.2	2.2	23.9
	15	1	2.2	2.2	26.1
	16	1	2.2	2.2	28.3
	17	1	2.2	2.2	30.4
	18	1	2.2	2.2	32.6
	19	1	2.2	2.2	34.8
	20	1	2.2	2.2	37.0
	21	1	2.2	2.2	39.1
	22	1	2.2	2.2	41.3
	23	1	2.2	2.2	43.5
	24	1	2.2	2.2	45.7
	26	1	2.2	2.2	47.8
	27	1	2.2	2.2	50.0
	28	1	2.2	2.2	52.2
	29	1	2.2	2.2	54.3
	30	1	2.2	2.2	56.5
	31	1	2.2	2.2	58.7
	32	1	2.2	2.2	60.9
	33	1	2.2	2.2	63.0
	34	1	2.2	2.2	65.2
	35	1	2.2	2.2	67.4
	36	1	2.2	2.2	69.6
	37	1	2.2	2.2	71.7
	38	1	2.2	2.2	73.9
	39	1	2.2	2.2	76.1
	40	1	2.2	2.2	78.3
	41	1	2.2	2.2	80.4
	42	1	2.2	2.2	82.6
	43	1	2.2	2.2	84.8
	44	1	2.2	2.2	87.0
	45	1	2.2	2.2	89.1
	46	1	2.2	2.2	91.3
	47	1	2.2	2.2	93.5
	48	1	2.2	2.2	95.7
	49	1	2.2	2.2	97.8
	50	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

ID CASE INFORMATION

Valid cases 46 Missing cases 0